DOCUMENT RESUME

ED 110 942 95 CS 002 094

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TITLE Reading Comprehension Objectives for Blocks 1 and 2 of the SWRL Reading Program.
INSTITUTION Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO SWRL-TN-2-72-55
PUB DATE 22 Nov 72
NOTE 46p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Decoding (Reading); Primary Education; *Program Development; *Reading Comprehension; *Reading Instruction; *Reading Programs; Reading Research; Vocabulary; Word Recognition

ABSTRACT

This paper presents instructional outcomes and student exercises related to the student's acquisition of the reading skills minimally required for comprehension in the SWRL Reading Program. The two outcome areas of the reading comprehension program are the development of word decoding skills and the development of skills necessary for sentence and passage comprehension. Comprehension tasks are divided into the following areas: vocabulary and word recognition, picture conventions, punctuation, syntax, and sentence comprehension (literal, deductive, and inferential). Representative samples of comprehension tasks are given for the stories used in the two outcome areas of the program. (MKM)

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SWRL

SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: November 22, 1972

NO: TN-2-72-55

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Jack H. Hiller

ABSTRACT

A design for reading-comprehension instruction is presented. Outcome areas pertaining to reading comprehension in Blocks 1 and 2 of the SWRL Reading Program are defined and comprehension exercises are described.

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READING COMPREHENSION OBJECTIVES FOR BLOCKS 1 AND 2 OF THE SWRL READING PROGRAM

Jack H. Hiller

INTRODUCTION

The SWRL Reading Program has two distinguishable outcome areas:

1. development of word decoding skills;
2. development of skills necessary for sentence and passage comprehension.

This paper will present instructional outcomes and student exercises related to the student's acquisition of those reading skills minimally required for his comprehension of text.

"Comprehension" of any spoken (or written utterance or message) is a term that describes the character of a listener's translation of an utterance from its representational or symbolic form to its meaning(s), i.e., the idea which it represents.[1] When a listener or reader reproduces the idea carried in a message, we say that he comprehends it. Since comprehension designates a phenomenal quality of experience, e.g., someone's idea formed in conjunction with an utterance as nominal stimulus, it is obviously impossible in principle to determine the character of the individual's comprehension through direct measurement. If it is assumed that a given message conveys information both necessary and sufficient for the performance of an observable response,

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[1]This section assumes a narrow view of meaning which is expanded later, in the section on sentence comprehension-literal interpretation tasks, page 11.

then performance of the response implies that the listener has comprehended the message. However, there cannot be any real case wherein comprehension alone constitutes a sufficient condition for performance, since the listener must also understand what he is to do with the information in the message, and too he must possess the cognitive and physical skills required for response execution. Consequently, a response failure does not unambiguously imply a comprehension failure. Furthermore, message comprehension may not be necessary for a particular response or task performance, since the listener may anticipate or infer response requirements from previous tasks, from contemporary contextual clues, or from isolated elements of the message (e.g., key words), and he may guess by choosing from the responses provided by commonly used recognition tasks.

Because comprehension exercises and tests incorporated in the SWRL Reading Program are designed primarily to provide instruction and to diagnose performance for the purpose of remediation, and not to maximize student test variance, it is essential that comprehension tasks be constructed to minimize interpretive ambiguity. We shall first discuss the general philosophy underlying the construction of the comprehension tasks and then describe specific examples so the reader may see how interpretive ambiguity has been constrained.

COMPREHENSION TASK ANALYSIS

The first decision necessary for construction of comprehension tasks requires identification of those language elements and complexes that most likely require instructional attention. The language domain

of interest here is explicitly represented by the SWRL Reading Program materials, and the syntactic and lexical analyses proposed by Bessemer and Jenkins (1972), which have been performed by Fiege-Kollmann (1972), serve to identify and delimit the domain elements.

A second decision requires the selection of a strategy for ordering and pacing comprehension activities. The strategy adopted here derives naturally from the reading program's organization, wherein new words and syntactic devices are systematically introduced to the students in serial order. Hence, comprehension task sequence has been tied directly to the reading program's existing structure (although not to its verbatim content).

In addition to considerations of semantics and syntax, inspection of the SWRL Reading Program reveals that picture conventions employed in the story-books, and grammatical punctuation marks, also relate to student comprehension of story content.

Comprehension tasks related to the first use of picture conventions, punctuation, syntax, and vocabulary are provided immediately before these elements appear in each of the story-books. To enable relatively unambiguous inference to the basis for student performance failures, the comprehension tasks for each activity are presented in the following order: 1) vocabulary, 2) picture conventions, 3) syntax, including punctuation, and 4) sentence (passage) comprehension (each of these tasks will be described in the following section). Before the student attempts to perform any of the tasks following the vocabulary exercise, he will take and be debriefed on the immediately prior task.

Since Blocks 1 and 2 of the program are designed primarily to develop decoding rather than encoding skills, and since the major purpose of the comprehension program component is to instruct and assess for comprehension, the tasks have been written to reduce as much as possible difficulty in response requirements. The basic strategy for avoiding response difficulties is to provide the student with the correct response. For one kind of task, the student is required merely to decide if a response tentatively provided by the teacher in spoken form, or by the exercise in writing, is correct or adequate. For a second kind of task, the student is given a standard multiple-choice item. The response alternatives are chosen not to be difficult but rather to provide the teacher with a vehicle for comparing and contrasting correct and incorrect answers, wherever possible. Where instructionally useful distractors are not available, response alternatives are carefully selected to avoid the artificial difficulties commonly encountered in standard norm-referenced tests.

Potential difficulties for students, which derive from ambiguity in question phraseology, or in the statement of task performance requirements for the exercises, have been minimized in two ways. First, a fixed number of question formats have been adherred to so that the tasks will become quite familiar to the students. And secondly, since the task requirement or questions posed to the students are of no special interest here when used as comprehension exercises, the teacher has been given complete freedom to rephrase questions and to explain the tasks, as individual needs require.

The specific tasks written for the comprehension exercises necessarily form only a sample of the tasks possible. The following four kinds of tasks were avoided:

1. Tasks which focus on certain of the unusual speech patterns in the story-books, which were forced into the early portions of the program because of the small lexicon available for use.

2. Tasks which focus on ambiguity, where the children are not themselves very likely to experience confusion. For example, in "Pat and Snap run and play," the phrase, "run and play" is ambiguous since it may mean: a) they run and then play; b) they alternately run and play; c) they play such that running is a component or aspect of their playing; and d) the obverse of c. Obviously, no useful purpose would be served by writing tasks to demonstrate polysemy for beginning readers.

3. Tasks which are so simple as to be seen as trivial and hence boring.

4. Tasks which require knowledge and or reasoning skills possessed only by a minority of students.

COMPREHENSION TASK DESCRIPTIONS

Vocabulary

Purpose: to determine if grapheme-phoneme correspondence rules taught in the immediately preceding activity have been functionally retained; to determine if sight words have been retained; and finally, to encourage the student to engage in those behaviors that facilitate retention, such as overt and covert rehearsal. The vocabulary check ensures that the child will know the word when he sees it in the story to follow. It is not our purpose to introduce entirely new vocabulary as such.

Instructional objectives: Given the teacher's oral description or definition of a term, with the term itself not spoken, the student will select the correct word from a set of distractors

presented in written form. In the early lessons, where only a few response alternatives are available, the student may be given a true-false type item.

Task completion requires knowledge of the target word's meaning and recognition of the printed form of the word; also required are comprehension of the orally stated definition and recognition of the similarity between this definition and the target word's meaning. Obviously, failure to perform the task may reflect difficulties in the latter two requirements.

Examples:[2]

"What word means that someone is moving from one place to another place?"

I ☐
Go ☐
Will ☐

"What word means that something is going to happen?"

I ☐
Will ☐
G ☐
O ☐

In general, distractors are selected from words introduced in previous lessons, and the immediately preceding lesson in particular. Distractors include words that would show if the student has forgotten a correspondence rule. Distractors are also selected to reduce the possibility

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[2]The examples are intended to convey task content and not the physical layout of the exercise sheets.

that students will select a correct response simply because all other responses have previously been used, or because of any other systematic but spurious test-taking strategies.

Picture Conventions

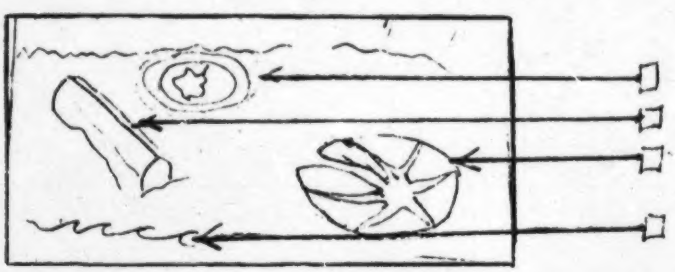
Purpose: to ensure that picture conventions essential to the interpretation of associated text are understood before their use in the story-books.

Instructional objective: Given a picture containing a schematic representation of a phenomenon and the teacher's verbal designation of that phenomenon, the student will identify the schema.

Two varieties of tasks are used. In one task, the student is required to indicate the designated schema, or target in the picture drawn on his exercise sheet. The other task requires selection of a picture containing the target from among a set of pictures. The pictures used in these exercises are simplified as much as possible to reduce competition from essentially irrelevant distractions, but complicated so as to include schemas that may be confused with the target.

Examples:

"Mark the box for the lilly pad."



"Which person is talking? Mark the box that shows a person talking."

Punctuation

Purpose: to ensure that punctuation marks essential for comprehension are learned.

Instructional objective: Given a sentence which contains punctuation critical to its interpretation, the student will identify the correct meaning. The task format here is to present the student a written sentence and to have the teacher read aloud two or three interpretations.

Example:

"Snap," yelled Pat.

Interpretations read by the teacher:

a. Snap yelled at Pat.
b. Pat yelled at Snap.
c. Both Snap and Pat yelled.

Syntax

Purpose: to ensure that syntactic devices will not block or interfere with comprehension of story-book text.

Instructional objective: Given a sentence frame in which a term has been deleted, the student will select a syntactically valid term from a set of alternatives.

This task is an adaptation of one originally proposed by Okada (1972)[3] and generally requires syntactic discriminations relatively independent of semantics.

Examples:

"The sentence on your sheet has a word missing. Which word should go there?"

PLAY _____ ME.

WILL ☐
GO ☐
WITH ☐
I ☐

GO _____ ME.

GO ☐
WITH ☐
WILL ☐
I ☐

It is anticipated that additional task formats will be adopted for syntax, but tests for syntax will not be emphasized since the program generally employs syntactic patterns familiar to most children.

Sentence Comprehension

Purpose: to ensure that the students will develop and maintain a set to process text for meaning so that reading comprehension skills will develop. Three varieties of tasks are used according

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[3]"Rationale and Specifications for a Prototype Group-Administered, End-Out-Unit Assessment Instrument for the SWRL Reading Program," work in progress.

to this sequence: 1) literal sentence and passage interpretation; 2) deduction; and 3) inference.

Instructional objectives for literal interpretation:

> Given a spoken or written statement, the child will select the statement which most nearly means the same as the target from a set of written alternatives. It should be noted that key terms in the written statement(s) are avoided in the alternatives.

Examples:

"Snap had fun."

a. Snap enjoyed himself.
b. Snap fooled around.
c. Snap was sad.

"Snap found Pat. Then they ran."

a. They ran after Snap found Pat.
b. They ran to find Pat.
c. Snap and Pat ran away.

It is currently impossible to specify any general algorithms for generating sentences to be used as alternatives such that the distractors vary systematically with respect to similarity of meaning and such that the "correct alternative" is unambiguously valid. In the early part of this paper, an utterance was regarded as having a single, definite meaning; however this view oversimplifies the nature of the processes by which an utterance is interpreted and given meaning by the listener. Let us accept the notion that a communicator may not legislate the meaning of his utterance. Instead, the speaker or writer merely intends, ordinarily, that his utterance be given only one particular

interpretation. Often, alternative interpretations may be derived by the listener as a function of his assumptions or presuppositions regarding the antecedent and contextual determinants of the message. Since listener's vary markedly with respect to their personal experience or knowledge, and in their ability to perform inferential reasoning, it is clear that different listeners may produce different interpretations. It is for this reason that messages were referred to earlier as nominal stimuli.

Relatively simple declarative sentences such as, "the name Bob has three letters," should not produce interpretive difficulties. However, statements which involve emotion and purpose in the fantasy characters may prove to be troublesome.

Instructional objective for deduction:

> Given a set of logically related assertions, the child will select the valid deduction from a set of alternatives read aloud by the teacher, or written on the exercise sheet.

Specifically, the hypothetical sylogistic form is used (e.g., if A, then B). All problems have the premise (A) either confirmed (Block 1); or (A) confirmed or (A) or (B) denied (Blocks 1 and 2). The student's task is to select a response alternative asserting a valid conclusion.

Example:

Pat said, "If Snap will go, I will run?" Then Snap went.

What will Pat do?

play ☐
go ☐
run ☐

Instructional objective for inference:

> Given written or spoken information, the student will select a possible inferential conclusion from a set of alternatives.

Performance here requires both comprehension of the written material presented to the student and utilization by the student of information he is expected to know independent of the task. Psychological processes by which inferential problems are solved are not at all well understood by psychologists, and a program of research is now being formulated. However, tasks may be constructed on an intuitive basis.

Example:

"Pat got dirty by playing in the mud."

sad ☐
dumb ☐
small ☐

After the children have read the above sentence, the teacher asks them to, "Mark the box for the word that shows how Pat's mother felt about what happened."

The relative task difficulty of inference and deduction is not fixed but will vary according to the form and contents of specific problems. It is anticipated that certain inferential tasks will be suitable for the beginning readers.

The final section of this paper, which follows next, contains a representative sample of tasks for all stories of Blocks 1 and 2.

BLOCK 1

COMPREHENSION EXERCISES

1, 1, 1 "What word do you say when you talk about yourself?"

will ☐
go ☐
I ☐
G ☐

"What word means that something is going to happen?"

I ☐
G ☐
will ☐
O ☐

"What word means that someone is moving from one place to another place?"

I ☐
go ☐
will ☐

"What marks on the paper show that someone is talking out loud? Mark the box for the sentence that shows that someone is talking."

I go ☐
I go. ☐
"I go" ☐

"What marks show that a person finished talking? Mark the box for the sentence that shows that someone talked out loud and finished what he was saying."

I go ☐
I go. ☐
"I go" ☐
"I go." ☐

"Which sentence shows that someone is asking a question?"

"I go." ☐
"will I." ☐
"will I?" ☐
"go, I." ☐

1, 1, 1 "One of the sentences on your sheet means almost the same thing as something I will tell you. After I tell you, find the sentence and mark its box."

"Ok, listen - 'I am going to go'."

I will	☐
will I	☐
I will go	☐

"Let's say you really wanted someone to go to a place. Which sentence shows what you might yell at him?"

"will, will."	☐
"go, go."	☐
"I, I."	☐
"I go, I go."	☐

1, 1, 2 "What is something you can do to have fun?"

here	☐
there	☐
play	☐
go	☐

"Imagine that you see a car way down the street. Let's say that you point your finger at the car to show where it is. What should you say when you point at it?"

here	☐
there	☐
play	☐
go	☐

"Let's say your friend is standing right next to you. Where would you say he was standing?"

here	☐
go	☐
play	☐

"Let's say that you found a good place to play. What might you say when you were there, at that place?"

I will play here	☐
I will play there	☐

1, 1, 2 "Let's say that you wanted your friend to come play with you in your room. What might you shout at him if he were in another room?"

Play there ☐
Play here ☐
I will go there ☐

"Let's say someone got you mad. What might you yell at him?"

go ☐
will ☐
here ☐
play ☐

1, 1, 3 "What word do you use when you talk about yourself?"

will ☐
me ☐
with ☐
play ☐

"Which two words can you use to tell about yourself?"

I me ☐
play will ☐

"The sentence on your sheet has a word missing. Which word should go there?"

Play _____ me.

will ☐
go ☐
with ☐
I ☐

Go _____ me.

with ☐
go ☐
I ☐
will ☐

1, 1, 3 "Let's suppose Pat wants Nat to play with him in a new pond. What should Pat tell Nat?"

"Nat, play there with me." ☐
"Nat, here I go." ☐
"Nat, I play." ☐

"Pat has gotten tired of playing in the same old pond. So, he's going to find a new one. What do you think Pat told Nat just before he went to find a new place to play?"

"Nat, play here with me." ☐
"Nat, here I go." ☐
"Nat, I play." ☐

1, 2, 4 "What do you call someone when you talk to him?"

are ☐
me ☐
you ☐
will ☐

You _____ with me.

will ☐
are ☐

"Tip and Ann are good friends. Ann said to Tip - 'Let's play.' What do you think Tip answered?"

Are you with me? ☐
I will play with you. ☐

1, 2, 5 "Let's say that you see a big piece of wood floating in the water. What would you call the piece of wood?"

you ☐
log ☐
on ☐
the ☐

I play with _____ log.

on ☐
the ☐
you ☐
will ☐

1, 2, 5 I will play _____ the log.

- ☐ will
- ☐ on
- ☐ the
- ☐ you

"Ann was sitting on the log. Nat looked for Ann but couldn't find her. What should you tell Nat?"

- ☐ You are on the log.
- ☐ There. On the log.

1, 2, 6 "What word can you use to say that you and someone else are both doing something?"

- ☐ me
- ☐ we
- ☐ I
- ☐ you

"What should you tell your friends when you want them to play with you?"

_____ play.

- ☐ With
- ☐ Let's
- ☐ Go

You go _____ the log.

- ☐ to
- ☐ will
- ☐ are
- ☐ play

"Which sentence on your sheet says that you and another person are both playing on the log?"

- ☐ We play on the log.
- ☐ Are you there?
- ☐ Let's play here.

1, 3, 7 "What name does the duck have? (Show her picture.)"

- Nah ☐
- Nan ☐
- Ann ☐
- Nna ☐

"Let's imagine that you have a musical toy. What might you say?"

I will play _____.

- it ☐
- on ☐
- go ☐
- are ☐

- -

Ann will play _____

- on ☐
- go ☐
- it ☐
- are ☐

"Ann has a very nice musical toy. What can she do <u>with</u> it?"

- Go to it ☐
- Go on it ☐
- Play it ☐
- Play to it ☐

1, 3, 8 "Let's say your mother has a big bottle of milk, and you have a small cup. If you held out your cup, where would your mother pour the milk?"

- on it ☐
- with it ☐
- to it ☐
- in it ☐

"What do you do when you leave school and get back to your house?"

- go in it ☐
- go to it ☐
- go with it ☐

2, 3, 8 "What name does the bear have?" (show his picture)

- Nat ☐
- Ann ☐
- Tan ☐

Ann will go _____ the log.

- with ☐
- in ☐
- are ☐
- play ☐

"Where could Ann try to hide if Nat were chasing her?"

- on the log ☐
- to the log ☐
- in the log ☐

1, 4, 9 "What name does the fox have?" (show picture)

- Tip ☐
- Pat ☐
- Ann ☐
- Nat ☐

"What name does the porcupine have?" (show picture)

- Tip ☐
- Ann ☐
- Nat ☐
- Pat ☐

"What is a word that means - a big hole dug in the ground?"

- tip ☐
- pit ☐
- log ☐

"Where do you think Pat might hide if Tip chased him?"

- on the log ☐
- on the pit ☐
- with the pit ☐
- in the pit ☐

1, 4, 10 "What is something you might do if you were a little bit tired?"

- sit ☐
- play ☐
- go ☐

"The possum's name is?" (show picture)

- Snap ☐
- Ann ☐
- Nat ☐
- Tip ☐

"Tip and Ann are good friends. One day Tip saw Ann playing on a log. What do you think Ann said to Tip when she saw him?"

- "Tip, sit in the pit." ☐
- "Tip, you play on the log." ☐

1, 4, 11 "What would you tell someone if you wanted them to sit?"

- pit ☐
- sit ☐
- go ☐
- play ☐

"What would you tell someone if you wanted them to sit without moving around?"

- sit on it ☐
- sit still ☐
- sit with it ☐

"What can you say you are doing if you fall off of a slippery seat?"

- you are ☐
- I will ☐
- I slip ☐
- I sit ☐

1, 4, 11 "What do you do to get rope around a log?"

- you slip it on ☐
- you go on it ☐

"What should you tell someone to make it easy to put their clothing on?"

- sit still ☐
- sit there ☐
- go there ☐
- sit on it ☐

1, 4, 12 "What would you say if you saw Pat sitting on the log?"

Pat _____ on the log.

- sit ☐
- sits ☐

"What would you tell Pat if you wanted him to sit on the log?"

Pat, _____ on the log.

- sit ☐
- sits ☐

"What would you say if you saw Pat playing in the pit?"

Pat _____ in the pit.

- plays ☐
- play ☐

"What would you tell Pat if you wanted him to play with Nat?"

Pat, go _____ with Nat.

- plays ☐
- play ☐

1, 4, 12 "Which word do you use to say that there is more than one log?"

log ☐
logs ☐

"What could you say if the log rolled off a slippery hill?"

The log _____.

slip ☐
slips ☐

1, 5, 13 "Let's say that you jump into a pit. What word tells what happens at the bottom of the pit?"

you land there ☐
you are there ☐
you slip there ☐
you still there ☐

"What happens if you jump off of a log to the ground?"

you land there ☐
you slip there ☐
you are there ☐

"Pat is playing with Nat."

Pat _____ Nat are playing.

and ☐
did ☐
in ☐
with ☐

- -

"Ann asked Nat this question."

_____ you play with Pat?

And ☐
Are ☐
With ☐
Did ☐

1, 5, 13 "What might happen to you if you jumped onto a log?"

- you slip on the log and land in the pit ☐
- you slip in the pit and land on the log ☐

1, 5, 14 "If you wanted to go play, what would you tell your mother?"

- let me play ☐
- did I play ☐
- you will go with me ☐

"What kind of house do people use to live in the woods?"

- pit ☐
- tent ☐
- den ☐

"What is the name for a place that some kinds of animals line in?"

- tent ☐
- den ☐

We _____ you play with Nat.

- did ☐
- let ☐
- tent ☐
- den ☐

"Let's imagine that you are playing in the woods when it starts to rain. What should you do?"

- go in the pit ☐
- go in the tent ☐
- go to the log ☐

1, 5, 15 "Imagine that you are at the bottom of a pit. Where could you go from there?"

- in ☐
- with ☐
- to ☐
- up ☐

1, 5, 15 "What name does this frog have?" (show picture)

Tut ☐
Nat ☐
Pat ☐
Ann ☐

"What word can you use to talk about yourself and your friends?"

I ☐
you ☐
me ☐
us ☐

Nat and Pat play with _____.

I ☐
us ☐
up ☐

"Let's say that you will get out of your tent if it rains. Okay. Now imagine that it's started to rain. What will you do?"

sit in the tent ☐
go ☐

1, 5, 16 "What word do you use for a group of music players?"

tub ☐
band ☐
land ☐
tent ☐

"This is something that you can fill with water."

tub ☐
band ☐
tent ☐
log ☐

"What name does the moose have?" (show picture)

Bud ☐
Ann ☐
Pat ☐
Tub ☐

1, 5, 16 "Which thing would probably make the best drum?"

tent ☐
den ☐
tub ☐

BLOCK 2

COMPREHENSION EXERCISES

2, 1 "What word do you say to make someone do something. This word means that something has got to happen."

must
am
are
mud

"What does dirt become when its rained on."

must
an
are
mud

You are on the log.
I _____ in the mud.

must
are
mud
am

You _____ go to the pit.

mud
am
are
must

"If it rains, then the ground must get wet. Okay its raining, what will the ground turn into?"

mud
log
pit

"Let's imagine that a big bully is sitting on you, and on one of your best friends, what should you yell at him?"

"Are you there?"
"You must let us up."
"You must land in the pit."

2, 3 "What word means going a long ways away. You can use this word if you walk or if you ride a bike or if you go in a car."

run
trip
go
am

"Let's say that you are very late for school, and you cannot get a ride. What would you do?"

trip
go
must
run

"What's the name of a musical instrument that you play on with sticks?"

tip
log
drum
band

Tip _____ with us.

run
runs

"Late one night, Ann told Tip to leave the pit before the sun comes up, but Tip chose to sit. When the sun came up, Ann said."

Tip, you are still in the pit. You must go.
Tip, you must go to the pit.

2, 3 "Ann didn't want to go on a car ride without any friends, so Ann said to her good friend Tip -"

Tip, go on a trip with me.
Tip, run in the mud.

2, 4 "This word means a very big pile of dirt. Sometimes this kind of pile is so big that trees can grow on it, and you could even build houses on it."

help
hill
mud
him

This is a word you can use to talk about a boy.

it
help
him
play

This is what you should do when something bad happens to your friend.

still
him
play
help

Let's play with _____ in the tent.

us
we
him
I

He did slip on the hill.

I must _____ him.

help
here
slip
hill

He did run up the _____.

tent
mud
hill
help

He did _____ it on the log.

out
puts

2, 5 Let's say that you run to school. What do you do once you get there?

slip
stop
still

"This is a small lake or a very, very big puddle."

mud
hill
pond
den

"Nat thought that Ann stole his tent, so he yelled at **her**. You bad duck, you took my tent. But Ann didn't take the tent, so she yelled at Nat.

I did it.
I am it.
I did not.
I must not.

"Tip wanted Bud to stop playing. So he said -"

Bud, you must not play.
Bud, you must play.
Bud plays stop.

"Every time Ann plays, she is happy. Yesterday, Ann was not happy. Okay, can you tell if Ann played yesterday?"

Ann did play.
Ann did not play.

2, 6 "Imagine that you were in your house. "What might you do if you heard your friends playing on the grass?"

Go in to play.
Go out to play.
Go up to play.

"Bud owns a tent. Which sentence tells who owns the tent?"

It is a tent.
It is the tent.
It is this tent.
It is his tent.

"Nat owns a drum. Imagine that you have seen Ann playing Nat's drum. Which sentence tells what you know about the drum?"

Ann has the drum.
Ann has a drum.
Ann plays his drum.
Ann and Nat are in the drum.

"Pat packed all his things and went on a trip. Where is Pat's big drum?"

Pat has his drum _____.

with him
with his
on his
to him

2, 6 "Pat likes to play with his drum. When he plays the drum in his house, his mother gets annoyed. Pat's mother was not annoyed yesterday. Can you tell if Pat was playing with his drum yesterday?"

Pat did play his drum.
Pat did not play his drum.
?

2, 7 "What is his name (show Dash's picture)."

Dash
Pat
Nat
Ann

"What do you call this (show ship picture)?"

ship
stop
smash
slip

This word means hitting or bumping into something real hard. Let's say that you didn't see a glass door when you were running, and you ran right into it. THis word tells what you would do to the glass.

Ship it.
Stop it.
Smash it.
Slip it.

Let's say that you wanted to stop a ship from hitting into some large rocks. What might you say?"

I will not let the ship smash.
I will not stop the ship.
I will let the ship smash.

2, 8 "What happens to grass if you keep walking on it, from one place to another? You make a -"

them
path
pit
den

"What word means a bunch of people?"

them
this
there
tub

"Bud has two drums, a big one and a small one. Bud's mother wanted Bud to play with the small one. So Bud's mother pointed at the small drum and said ."

"Bud, play _____ drum."

the
a
this
his

"Bud is trying to carry a heavy tub. What might you say to help, if he is your friend?"

I will not help you put the tub on it.
I will help stop the tub in the mud.
I will help you with this tub.

2, 9 "This word means that you have got to have something that's missing."

see
tree
need
will

What happens if you turn around and look at the chair behind you?"

You need it.
You see it.
You must go there.

This thing has a trunk and branches and leaves in the summer. Its leaves fall off in the autumn.

tent
pond
den
tree

"What should you say to your friend if you are in bad trouble?"

I did not help you.
I need help.
I will not need help.
I must help you.

2, 9 "What does the word it means in the sentence in the box?"

See the ship. Let's go on a trip in it.

see
ship
go
trip

Bud needs a ship to go on a trip. Bud does have a ship. Will Bud go on a trip?

Bud will go on a trip.
Bud will not go on a trip.
?

"Bud still needs a ship to go on a trip. But Bud doesn't have a ship."

Will Bud go on a trip.

Bud will go on a trip.
Bud will not go on a trip.
?

2,10 Let's say you're the batter in a baseball game. This word means that you have three strikes on you.

on
in
out
up

2, 10 "When you talk about a girl which word do you use?"

his
he
it
she

"This is a word for a boy."

them
he
it
she

"This word means that its your turn in a baseball game."

You are _____.

on
up
in
out

"Nat said to Ann, 'who is your best boyfriend?' Ann pointed at Bud and said

"_____ is."

it
him
he
she

"Nat asked Bud, 'who is your best girl friend,' Bud pointed at Ann and said."

"_____ is."

it
him
he
she

"Bud asked Ann, 'where will you be tomorrow?' Ann said -"

"I will _____ with you."

be
is
am
are

2, 10 "When it rains, you do not go out and play. Imagine that it is raining now. Okay. What will you do?"

I will not go out to play.
I will go out to play.
?

Let's say you were steering a ship. What might happen if you were tired?"

The ship will slip.
The ship will go out.
The ship will smash.

2, 11 "This word means something that you have when you play."

fell
ruff
fun
slip

"Who is this (show Ruff)."

fell
Ruff
fun
slip

"Bud was careless while he played ball on a steep hill. Guess what happened to him."

He _____.

am
run
slip
fell

"Tip is really enjoying himself playing ball."

Tip _____ fun.

is
am
has
his

"Which sentence means that playing in the pond is fun."

It is fun to play in the pond.
It is in the pond.
I am in the pond.

When Ann is in the pond she has fun. Ann is in the pond. Okay, what can you say about Ann.

Ann has fun.
Ann is not in the pqnd.
Ann is in the pond.

2,12 "This word means about the same thing as-the whole group. Here is an example - Everyone ran up the hill."

_____ of them ran up the hill.

all
from
of
on

All _____ us will run up the hill.

Let's go _____ a trip.

all
from
on
of

"Snap scared Ann. What do you think Ann did when Snap scared her?"

Ann ran from Snap.
Snap ran from Ann.
Ann ran to Snap.
Ann will play with Snap.

"Whenever Ann falls in the mud, she needs help. Okay, Ann does not need any help."

Ann fell in the mud.
Ann needs help.
Ann did not fall in
the mud.

2,13 This is the word for something that you put over your face so you can hide.

keep
mask
ask

This is a word that you say when you want someone to do something.

Pat, _____ him to go.

keep
mask
ask

This word means that you hold on to something.

Pat, _____ the mask on.

ask
mask
keep
land

"Ann, Snap, and Ruff ran up the hill and stopped. When they got to the top they said -"

We are all on the hill.
We all run on the pond.
We are all in the hill.
We will run in the hill.

2,14 "This word means that a person has gone somewhere. If Ann walked to the den then you can also say that -"

Ann _____ to the den.

wet
went
swim
go

"This is something you do in the water to move from one place to another."

swim
went
wet
go

"If it rains on you, then you will get _____."

swim
went
wet
go

"Tip said, 'I do not want to go in the pond.' Guess what Tip said next?"

It is fun to swim.
It is fun to be wet.
I will play in the pond.
It is not fun to be wet.

2,15 "If you are not careful when you use a knife or scissors, then this can happen to you."

cut
camp
can
keep

This is the word for a place in the woods. You go here to live and have fun.

cut
camp
den
tent

"Ruff is very strong"

Ruff _____ cut the logs.

must
can
will

"Ruff sits in the tree when he gets tired. Ruff is tired right now. What will he do."

Ruff can sit in the tree.
Ruff will sit in the tree.
Ruff will slip on the tree.

2,16 "This word means - at this time, not yesterday or tomorrow."

Cut the log _____.

want
down
now
can

"Why would Ann look at the ship?"

Ann _____ to see it.

wants
down
now
can

"Ann slipped from her seat up in the tree."

Ann fell _____.

on
down
up
in

"Ann wants to fool Ruff. What should she do."

Put on her mask.
Put down the log.
Run down the hill.

2,17 "This word means the thing that you do to fool someone."

trick
back
rock
want

"Ruff is behind the tent."

Ruff is in _____ of the tent.

trick
back
rock
want

"A stone may also be called a _____."

trick
rock
back
tub

"Ruff said to Nat, I will not give you this log.
Why do you think Ruff said that?"

Ruff wants to keep his hill.
Ruff wants to keep his log.
The log is on the rock.

"Ruff got up on a rock. This rock was on a hill. What do you think happened to Ruff?"

Ruff fell down the hill.
Ruff fell on his log.

2,18 "If you are happy then you are _____."

rock
glad
grass
dig

"If you want to make a hole then you must do this."

glad
grass
rock
dig

What is green and grows in yards and lawns.

glad
grass
dig
rock

Tip is afraid of falling when he runs. What might he tell you about this.

I will not swim in the mud.
I will run on the ship.
I will not run on wet grass.
I will dig in the pit.

"Tip's mother told him that he may play in the band if he was a good boy. Okay. Tip was a good boy."

Tip plays in a band.
Tip did not play in a band.

2,19 "If you want to do only one thing, then you would use this word."

I _____ want to play.

jump
job
just

"What is something you do when you play skip-rope?"

jump
job
just

"This is something that you have to work at. Ruff worked all day to make a den. When he finished working he said -"

I did the _____.

jump
job
just
tree

"Let's say that you want to play. But you have to cut the grass before you can play. What would you say to your friends."

Help me with this job.
Help him cut the grass.
I will cut the grass.

2,20 "This word means the same thing as 'shout' or 'holler'."

yet
yell
yes

"If someone asked you to do something that's fun, you would tell them - "

_____, I will.

yet
yes
yell
stop

"If you went to bat in a game when it wasn't your turn, tell you -"

"You must not play _____."

yet
yes
yell
stop

"What should you do when it starts to rain?"

You can jump up to yell.
You put up a tent.
You jump down in a pit.

"Pat always returns to his den when it rains. It is raining now, and Pat is not in his den. What will Pat do?"

Pat will go back to his den.
Pat will not go yet.
Pat will sit in his den.
Pat will play in his den.

2,21 "This is something that holds things. It can hold toys or shoes or anything-if its big enough."

next
fix
box

If a toy breaks, then you should do this to it.

job
fix
next
box

"Pat and Ann are playing a game. To play they must take turns. Pat goes first."

Ann will go _____.

down
on
next
fix

"Pat goes first and Ann takes her turn after him. Okay. Ann is taking her turn right now. What can you say about Pat?"

Pat went.
Pat can not go.
Pat has to go.
Pat will go next.

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